**K-12 Leadership Team PLC**

**September 24, 2013**

“The process of creating a professional learning community is inherently dynamic and inefficient, and those who think they can reduce it to a recipe for success are bound to be frustrated.” DuFour & Eaker

**Guiding Question:** How do we become a *Professional Learning Community (PLC)* as we meet the five District goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Bea professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five district goals
* Implement the 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English language arts and mathematics throughout the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**Short-term targets for September 24 meeting:**

* I can articulate the moral purpose of our school and district
* I can develop collective commitments to guide the work of the K-12 Leadership PLC
* I can determine which “power standards” for a specific grade level in math
* I can identify and prepare the second K-12 leadership team PLC products and timeline

**Resources Needed:**

* Agenda
* video—You Tube, Rick DuFour
* Handouts, exit ticket

**Roles for September 24 meeting:**

* Alex: The Superintendent ‘s PLC Message/Welcome
* Mark: Facilitator/Time keeper/
* Heather: Note taker/Plus Delta/Exit ticket
* Karen: Agenda setter/

**AGENDA**

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| **TIME** | **ACTIVITY Facilitator** |
| **1:00-1:10** | Beginnings Matter Karen    *Intro Whip: All members stand. Go around the room with each person introducing himself/herself by name, school, role, and where they went to elementary school (name of school and town).* |
| **1:10-1:20** | Superintendent’s Message Alex | Karen    READING:  “The challenge facing leaders who seek to reculture their districts into high performing professional learning communities is not convincing faculty and staff that ensuring high levels of learning is an admirable and worthwhile mission. The idea that a district should seek to ensure high levels of learning for all students is hardly controversial, and it is highly unlikely that a group of faculty or staff will start a petition in opposition to learning! |
| **1:20-1:30** | Review agenda Karen    READING:  “The challenge facing leaders who seek to re-culture their districts into high performing professional learning communities is not convincing faculty and staff that ensuring high levels of learning is an admirable and worthwhile mission. The idea that a district should seek to ensure high levels of learning for all students is hardly controversial, and it is highly unlikely that a group of faculty or staff will start a petition in opposition to learning! In fact, the inherent danger is that our mission is so common sense, it risks becoming a cliché. Rather, the challenge is *how to articulate this moral purpose in such a way that it will cause everyone to question and align his or her existing attitudes, commitments, and behaviors.* In other words, the challenge is how to embed the learning mission into the day-to-day culture throughout the district.  Most faculty and staff are willing to work hard and go above and beyond what typically might be expected—*if* they believe the purpose is worthwhile. This is why it is critical that district leaders go to extraordinary lengths to articulate the district’s fundamental mission and moral purpose. Leaders must continually draw everyone’s attention to the *why* question—why we are doing what we’re doing—and this *why* must always put students and their learning, the very reason schools exist, at the center of our work.” *Every School, Every Team, Every Classroom*, Eaker and Keating, p. 25  ***Our mission is to ensure that each student achieves his/her full potential.***  ***Every Student, Every Day, Achievement for ALL*** |
| **1:30-2:00** | Work on Process of Developing Leadership Team Norms/Collective Commitments  *In PLCs norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals. When all is said and done, the norms of a group help determine whether it functions as a high-performing team or simply as a loose collection of people. Positive norms will stick only if the group puts them into practice over and over. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for members, and helps to socialize new members quickly.*   * What IS; DOES; SAYs; IS NOT-- A Great Team Member? (Review outcomes) * What behaviors make for negative group/team experiences? What collective commitments make for positive and productive group/team experiences? (Table team) * Why should we create norms/collective commitments? (Protocol: Pick one to share. Whip) * What are two types of norms/collective commitments? (Procedural/interpersonal) * What makes a good norm/collective commitment? (Stated in the positive; action) * Review norms for a leadership team * Examples of collective commitments   <http://www.d21.k12.il.us/plc/collectivecommitments.html>  <http://www.marshfield.k12.wi.us/staff/plcpage/plcguidelines.pdf>  Each team chooses three –five commitments (norms) they are willing to adhere to.  Share; create master list. Finalize in November |
| **7:20-7:30** | Question #1: What do students need to know and be able to do? Karen   * Grade level alike teams/elementary by region * Grade level math curriculum * Format for developing power standards |
| **7:30-7:45** | MOVE TO TABLES  Purpose of K-12 Leadership Team in a PLC Mark    Collaborative Team Responsibilities and Development in a PLC (handout)    Critical Questions for Principal Consideration in a PLC (handout) |
| **7:45-8:15** | Why should we use collaborative teams as our basic structure in a PLC? Karen  Rick DuFour—***Group vs Team*** T-Chart—Group/Team  <http://www.youtube.com/watch?v=0hV65KIItlE>    Protocol: Think/Pair/Share  Identify barriers to teaming; problem solve possible solutions to barriers with colleagues  Organizing school staff into meaningful teams and ensuring members have access to one another by addressing the issues of propinquity and time are essential structural issues that **principals** must address in a PLC. Changing structures, however, is never enough. In order to build and sustain the ***culture of collaboration*** focused on ***learning*** and ***results***, principals must provide leadership and support to ensure their faculties use the team time wisely.  ***The School Leaders Guide to Professional Learning Communities at Work***, Richard DuFour and Rebecca DuFour, p. 25    **Propinquity:** the tendency for people to form stronger relationships with people who are in close proximity to them. |
| **8:15-8:30** | Develop Norms/Collective Commitments Karen    *In PLCs norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals. When all is said and done, the norms of a group help determine whether it functions as a high-performing team or simply as a loose collection of people. Positive norms will stick only if the group puts them into practice over and over. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for members, and helps to socialize new members quickly.*   * What IS; DOES; SAYs; IS NOT-- A Great Team Member? (Teams/Share) * What behaviors make for negative group/team experiences? What collective commitments make for positive and productive group/team experiences? * Why should we create norms/collective commitments? (Protocol: Pick one to share. Whip) * What are two types of norms/collective commitments? (Procedural/interpersonal) * What makes a good norm/collective commitment? (Stated in the positive; action)   Short power point re. developing norms; review hand outs. |
| **8:30-8:40** | Review K-12 Leadership Team Products #1 Heather    TIGHT LOOSE  Step 1: Create Team Structure  8-15 to 9-15 Assign all teachers to 1 PLC team    8-15 to 8-15 Identify team leader for each PLC team    8:15 to 9:15 Create (update) guiding coalition/ leadership Team created; members are PLC team leaders (+?)  8:15 to 9:15 Build collaborative PLC team time into the instructional contract schedule (minimum of 60 minutes weekly for each team)  Step 2: Develop Shared Knowledge about the  “WHY” of PLCs  9-24 You will be asked to share concrete evidence of PLC progress |  |
| **8:40-8:55….** | Conclude and review: Heather  Plus/Delta  + What went well?  ^ What might we do differently    Exit Ticket—Yellow 3x5 card:  Question (s) you are walking away with? |  |
| **Important**  **Information** | Agenda and meeting notes *will be* on the wiki *(soonish). You have the handouts. As soon as I can get them all digitized they will be on the wiki also.*    Check-out [*www.allthingsplc.org*](http://www.allthingsplc.org)    Further ideas are pp 132-153 in *Learning by Doing*  *Spend time with your PLC at Work Institute Notebook(s)*    Next meeting: Tuesday, September 24, 1:00-2:30 p.m.    *Please bring a 3-ring notebook with today’s handouts. You may still have the notebook you received last year. ☺ We ask that you keep an up to date notebook of K-12 Leadership team PLC information and bring it to each meeting.*  If you have the PLC Glossary of Key Terms and Concepts: please include it in your notebook.    If you have *Finding Common Ground in Education Reform—*A Presentation of the Research: please include it in your notebook. |  |